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The author has produced a simple and concrete description of the structure of the modern business world. In doing this he has made slight use of technical nomenclature. His work is inductive rather than deductive. The principles of the science of economics are permitted to clarify themselves through description of the industrial process. Such a treatment makes the book a valuable adjunct to courses in vocational guidance and current problems.

HANUS, PAUL H., AND OTHERS. *The Teaching of Economics in Harvard University*. A Report presented by the Division of Education at the request of the Department of Economics. Cambridge: Harvard University Press, 1917. Pp. xiii+238.

For one department in a university to be surveyed by another department in the same university is by no means a common occurrence. To the writer's knowledge, there has been in the history of university instruction but one such case. A few years ago at its own request the department of economics in Harvard University was elaborately surveyed by the division of education. The results of this survey have been given to the public under the foregoing title. The work certainly marks an important milestone in the history of university teaching.

The enumeration of the chapter titles which follows will give the reader an idea of the scope of the survey: "The Inspection as a Whole," "Aims in the Teaching of Economics," "Quantitative Studies from Students' Records," "Minor Studies and Proposals for Experiment," "The Questionnaires," "Method," "Marking," "Summary of Conclusions and Recommendations." Some interesting material is also included under the term "Supplements."

The limits of this review do not permit of an exposition of the contents of the foregoing chapters. It should be said, however, that the report contains at least one chapter which deserves much consideration from all college and university instructors and one chapter which deserves special consideration from teachers of economics. These chapters are the one on "Method" and the one on "The Questionnaires." The former contains a list of factors in college teaching, and the latter reports what 164 professional men, 102 business men, 9 agriculturists, 8 journalists, and 42 individuals in various other occupations think of the value of their courses in economics which they took in Harvard during their undergraduate days. These replies should be of great service to departments of economics in all colleges and universities.

The report is thoroughly scientific and will be of great value to individuals conducting similar subsequent surveys.

INGLIS, ALEXANDER. *Principles of Secondary Education*. Boston: Houghton Mifflin Co., 1918. Pp. xvi+741. \$2.75.

Professor Inglis in his Preface points out that there are two methods by which a book on the *Principles of Secondary Education* can be constructed. These two methods are: the collaboration of a number of specialists in the construction of the book and the writing of the entire work by a single individual. Examples of books produced by the first method are Johnson's *The Modern*